



# Grade 2

# English Language Arts

# Item Specifications

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## Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade-level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. They influence both instruction/curriculum and future MAP assessments. [Priority standards appear in blue in this document.](#)

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Possible Item Format in ELA	Definition
Technology Enhanced—Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced—Drop-Down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multiple Select, and Text Highlight.
Technology Enhanced—Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will indicate the number of options to select.
Constructed Response	Respond via keyboard entry.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

**Text Types** suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade-level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

# Grade 2 English Language Arts Priority Standards

## Reading

Grade 2 English Language Arts: Priority Standard		2.R.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by: seeking clarification and using information/facts and details about texts and supporting answers with evidence from text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will develop reading skills in response to text by seeking clarification.</li> <li>The student will demonstrate reading skills in response to text by seeking clarification.</li> <li>The student will develop reading skills in response to text by using relevant evidence (facts and details) from the text to support answers to questions.</li> <li>The student will demonstrate reading skills in response to text by using relevant evidence (facts and details) from the text to support answers to questions.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Use with small group work</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>In the passage/story, why does ____? Use text evidence to support your answer.</li> <li>In the passage/story, the author says _____. Which text evidence supports what the author says?</li> <li>Which detail in the text supports ____?</li> <li>Highlight/circle the main character.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.1.A.d
<b>1</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by: retelling a story's beginning, middle, and end and determining its central message, lesson, or moral</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will develop reading skills in response to text by retelling a story's beginning, middle, and end.</li> <li>The student will demonstrate reading skills in response to text by retelling a story's beginning, middle, and end.</li> <li>The student will develop and demonstrate reading skills in response to text by determining the story's central message, lesson, or moral.</li> <li>The student will develop reading skills in response to text by determining the story's central message, lesson, or moral.</li> <li>The student will demonstrate reading skills in response to text by determining the story's central message, lesson, or moral.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Use read-alouds, guided reading, and independent reading</li> <li>Sustained silent reading time</li> <li>Running records</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Look at the passage/story _____. Which detail supports the lesson of the story? (partial alignment to central message/lesson/moral)</li> <li>What is the lesson to be learned from this passage/story? (partial alignment to central message/lesson/moral)</li> <li>Use details to retell the beginning, middle, and end of the story.</li> <li>Which detail or details support the beginning of the passage/story?</li> <li>Highlight/circle the beginning/middle/end of the story.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.1.B.a
<b>1</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using prefixes, root words, and suffixes to determine the meaning of words</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop an understanding of vocabulary by determining the meaning of words using prefixes, root words, and/or suffixes (e.g., allow/disallow, happy/unhappy, read/reread, walk/walked, help/helpless) in context.</p>		<p><b><u>DOK Ceiling – 2</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Affixes are determined by districts</li> <li>• Explicitly provide meanings for prefixes and suffixes.</li> <li>• Provide an anchor chart for students.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Knowing the suffix -able helps the reader understand catchable means ____.</li> <li>• Give students a bank of words and have them identify the words with prefixes/suffixes.</li> </ul>



Grade 2 English Language Arts: Priority Standard		2.R.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using context to determine the meaning of a new word or multiple-meaning word in text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will develop an understanding of vocabulary by using context to determine the meaning of a new word in text.</li> <li>The student will develop an understanding of vocabulary by using context to determine the meaning of a multiple-meaning word (e.g., deal, grade, treat, load) in text.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Word maps</li> <li>Stop and evaluate if students know the words they are reading.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Page 1 describes ____ in the passage. Use context clues and the picture to explain the meaning of ____.</li> <li>Highlight/circle the clues that help the reader determine the meaning of the word ____.</li> <li>Give students a multiple-meaning word. Have students explain the meaning using the context.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.1.B.h
<b>1</b> <b>B</b> <b>MLS</b> <b>h</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will develop an understanding of vocabulary by using conversational words and phrases in reading (e.g., C'mon, Hey, See ya).</li> <li>The student will develop an understanding of vocabulary by using general academic words and phrases in reading (e.g., describe, explain, sort, circle, title, author, answer, table of contents).</li> <li>The student will develop an understanding of vocabulary by using domain-specific words and phrases in reading (e.g., community, habitat, region, key, measure).</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Domain-specific: vocabulary specific to a particular field of study (science, social studies, math)</li> <li>Provide passages with dialogue.</li> <li>Embed speaking and listening standards when planning.</li> <li>Make a word wall with domain specific words.</li> <li>Make an anchor chart for domain specific words.</li> <li>Provide examples of colloquialism as it relates to your area.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Based on the passage, what is a citizen?</li> <li>Why did the author write “C/mon” instead of “come on”?</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.1.D.a
<b>1</b> <b>D</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Independent Text</b></p> <p>Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will independently read developmentally appropriate texts for multiple purposes over sustained periods of time.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Multiple purposes may include enjoyment, research, or gaining information.</li> <li>Sustained periods—build students’ reading stamina over time</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Priority Standard		2.R.1.D.b
<b>1</b> <b>D</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Independent Text</b></p> <p>Read independently for multiple purposes over sustained periods of time by: producing evidence of reading</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will produce evidence of independent reading for multiple purposes over sustained periods of time.</li> <li>The student will read independently for multiple purposes over sustained periods of time.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Evidence may include reading-response journals, reading logs, book reports, book talks, or Socratic seminars.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Priority Standard		2.R.2.A.a
<b>2</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to: describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, analyze, and/or draw conclusions to describe the setting of a literary text.</li> <li>The student will read, infer, analyze, and/or draw conclusions to describe the problems and solutions of a literary text.</li> <li>The student will read, infer, analyze, and/or draw conclusions to describe the sequence of events (plot) of a literary text.</li> <li>The student will read, infer, analyze, and/or draw conclusions to describe a big idea or moral lesson of a literary text.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Include a variety of literary texts, including fables.</li> <li><b>Infer:</b> to derive by reasoning; to conclude or judge from evidence</li> <li><b>Analyze:</b> to study or examine carefully</li> <li><b>Drawing conclusions:</b> using information that is implied or inferred to make meaning out of what is not clearly stated</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading the passage/story, what conclusion can be drawn about the setting/problem/solution?</li> <li>Explain how the setting affects the problem/solution in the story. <ul style="list-style-type: none"> <li>Part A — What did [CHARACTER] do after ____?</li> <li>Part B — Which detail best supports the answer in part A?</li> </ul> </li> <li>What is the moral lesson of the passage?</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.2.A.b
<b>2</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to: describe the main characters in works of fiction, including their traits, motivations, and feelings</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, analyze, and/or draw conclusions to describe the main characters' traits.</li> <li>The student will read, infer, analyze, and/or draw conclusions to describe the motivations for the main character's action.</li> <li>The student will read, infer, analyze, and/or draw conclusions to describe the main characters' feelings in a work of fiction.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li><b>Character traits:</b> e.g., personality, physical appearance, speech, behavior/actions, thoughts/feelings, interactions with other characters</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Describe the character traits of ____ from the passage. Support your answer with details from the passage.</li> <li>How will [CHARACTER] act if ____ happens?</li> <li>Explain how [CHARACTER] feels at the beginning/end of the story.</li> <li>Tell what lesson [CHARACTER] has learned.</li> <li>Read the sentence from the passage. [SENTENCE] Why does [CHARACTER] react/respond this way?</li> <li>Act out a scene as a character in the story.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.2.A.d
<b>2</b> <b>A</b> <b>MLS</b> <b>d</b>	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to: describe cause-and-effect relationships</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, analyze, and/or draw conclusions to describe cause-and-effect relationships in text.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Use graphic organizers to support learning</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>In the passage/story, [CHARACTER] does _____. What is the effect of the character's action?</li> <li>What is the cause of [CHARACTER'S ACTION]?</li> <li>Describe what the effect might be if [CHARACTER] had done _____ instead.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.2.A.f
<b>2</b> <b>A</b> <b>MLS</b> <b>f</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to: compare and contrast the differences in points of view of characters and how stories are narrated</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, analyze, and/or draw conclusions to compare the differences in points of view of characters in text.</li> <li>The student will read, infer, analyze, and/or draw conclusions to contrast the differences in points of view of characters in text.</li> <li>The student will read, infer, analyze, and/or draw conclusions to compare the differences in how stories are narrated in text.</li> <li>The student will read, infer, analyze, and/or draw conclusions to contrast the differences in how stories are narrated in text.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Discuss a familiar stories, analyzing how a character feels (fractured fairy tales).</li> <li>Have students discuss with a partner the point of view from which a story is narrated.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>In the passage, how are [CHARACTER]’s and [NARRATOR]’s points of view different/alike?</li> <li>Did [CHARACTER]’s point of view about ____ change in the story? How do you know?</li> <li>Why is it important to know the point of view of the characters?</li> <li>Which evidence supports [CHARACTER]’s choice to ____?</li> <li>Why do you think [CHARACTER] acted the way he/she did?</li> </ul>



Grade 2 English Language Arts: Priority Standard		2.R.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, analyze, and draw conclusions to: identify the main idea of sections of text and distinguish it from the topic</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to identify the main idea of sections of text.</li> <li>The student will read, infer, and/or draw conclusions to distinguish the main idea from the topic of the text.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Examples: <ul style="list-style-type: none"> <li>Topic: Habitats of snakes – Main idea: Snakes live in many different habitats.</li> <li>Topic: George Washington – Main Idea: George Washington was an important general.</li> </ul> </li> <li>Practice having students pick out the main idea in the text.</li> <li>Give students a group of details and have them develop the main idea.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>What is the main idea of the section ____?</li> <li>What is the topic of the passage?</li> <li>Underline/highlight the main idea sentence in section ____.</li> <li>What section of the passage would the following detail go under?</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.3.C.a
<b>3</b> <b>C</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, analyze, and draw conclusions to: explain main ideas and supporting details</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to explain main ideas.</li> <li>The student will read, infer, and/or draw conclusions in text to explain details that support the main ideas.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Text frameworks may include compare/contrast, cause/effect, chronological, and problem/solution.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Part A — What is the main idea of the text? Part B — Which detail supports the answer in part A?</li> <li>The main idea of the passage is _____. Which two details support the main idea?</li> <li>Explain the main idea of the passage. Use details from the passage to support your answer.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.R.3.C.c
<b>3</b>  <b>C</b>  <b>MLS</b>  <b>c</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, analyze, and draw conclusions to: describe the connection between and identify problems and solutions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to identify problems and solutions.</li> <li>The student will read, infer, and/or draw conclusions to describe the connection between problems and solutions.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Text frameworks may include compare/contrast, cause/effect, chronological, and problem/solution.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the passage again. Describe the problem and solution of the passage.</li> <li>Was this a good solution to the problem? Tell why.</li> <li>Which solution would be best to support this problem? Tell why.</li> <li>What would be another solution to this problem?</li> </ul>

# Reading Foundations

Grade 2 English Language Arts: Priority Standard		2.RF.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including single letters in text.</li> <li>The student will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including consonant blends in text.</li> <li>The student will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including consonant and vowel digraphs in text.</li> <li>The student will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including vowel diphthongs in text.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Decoding: the process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues)</li> <li>Consonant blends: e.g., thr, spl</li> <li>Consonant and vowel digraphs: two letters that make one sound (e.g., ng, ph, ie, ew)</li> <li>Vowel diphthongs: a single sound made by two vowels (e.g., ou, oi)</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Choose the correct word that completes the sentence.</li> <li>Highlight/circle the word with the correct blend.</li> <li>Find the word that has the diphthong/digraph/vowel team ____.</li> <li>Highlight the vowel pattern ____ in the word.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.RF.3.A.c
<b>3</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: decoding regularly spelled two-syllable words with long vowels</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop phonics in the reading process by decoding regularly spelled two-syllable words with long vowels in text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Decoding: the process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues)</li> <li>Consonant blends: e.g., thr, spl</li> <li>Consonant and vowel digraphs: two letters that make one sound (e.g., ng, ph, ie, ew)</li> <li>Vowel diphthongs: a single sound made by two vowels (e.g., ou, oi)</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Break the following word into syllables.</li> <li>Locate the part of the word with the long vowel sound.</li> <li>Circle all the two-syllable words with long vowels.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.RF.3.A.h
<b>3</b> <b>A</b> <b>MLS</b> <b>h</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop phonics in the reading process by using common syllable patterns to decode words including r-controlled vowels in text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• r-controlled vowels: e.g., er, ir, ur, ar, or</li> <li>• Suggested practice: spelling bee with only r-controlled vowel words</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Highlight/circle all the words with r-controlled vowels in a passage.</li> <li>• Identify the r-controlled vowels in a group of words.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.RF.3.A.h
<b>3</b> <b>A</b> <b>MLS</b> <b>h</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop phonics in the reading process by using common syllable patterns to decode words including r-controlled vowels in text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• r-controlled vowels: e.g., er, ir, ur, ar, or</li> <li>• Suggested practice: spelling bee with only r-controlled vowel words</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Highlight/circle all the words with r-controlled vowels in a passage.</li> <li>• Identify the r-controlled vowels in a group of words.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.RF.3.A.i
<b>3</b> <b>A</b> <b>MLS</b> <b>i</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: reading irregularly spelled high-frequency words</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop phonics in the reading process by reading irregularly spelled high-frequency words in text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Irregularly spelled high-frequency words: e.g., through, thought</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Identify phonemes in high-frequency words.</li> <li>Pick the correct pair of irregularly spelled high-frequency words.</li> <li>Give students one minute to identify as many words as they can.</li> </ul>



# Writing

Grade 2 English Language Arts: Priority Standard		2.W.1.B.a
<b>1</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into clear and coherent sentences</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use a graphic organizer from prewriting to develop a draft appropriate to genre type, with ideas sequenced into clear and coherent sentences.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Refer to 2.W.2.A.c for genre-specific standards.</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Brandon wrote a paragraph about making the perfect wind sock. Look at the sentences below and put them in the correct order.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.1.B.b
<b>1</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: generating paragraphs with one main idea</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use a graphic organizer from prewriting to draft paragraphs with one main idea appropriate to genre type.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Leads to 3.R.1.B.b. Grade 2 students are not necessarily required to have fully developed paragraphs with indentation and topic sentences.</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Highlight the sentence in the paragraph that does not support the main idea.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: creating evidence of a beginning, middle, and end</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop a draft from prewriting with evidence of a beginning, middle, and end appropriate to genre type.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the paragraphs below. Which choice would be a good [BEGINNING/MIDDLE/ENDING/CONCLUDING] paragraph?</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.1.B.d	
1 B MLS d	Apply a writing process to develop a text for audience and purpose.		
	Draft		
	Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience		
	<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will develop a draft from prewriting, addressing an audience appropriate to the genre.		<u>Item Format</u>	
		Performance Event	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
<ul style="list-style-type: none"><li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li><li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li></ul>		<ul style="list-style-type: none"><li>Joe and Sara want to get an all-abilities playground in their town, so they are going to inform others about the importance of the playground. Who would be their appropriate audience?</li></ul>	

Grade 2 English Language Arts: Priority Standard		2.W.1.C.a
<b>1</b> <b>C</b> <b>MLS</b> <b>a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Revise/Edit</b></p> <p>Reread, revise, and edit drafts with assistance from adults/peers to: strengthen writing as needed by revising</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will strengthen writing as needed by revising with assistance from adults/peers.</p>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Revising: the part of writing and preparing quality presentations concerned with strengthening and reworking the content of a text relative to task, purpose, and audience.</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>Examples of revising: strong beginning, middle, end; word choice; sentence structure; voice; deletion of unnecessary words, phrases, or sections</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the sentences below. How can Pete revise his two sentences into one strong topic sentence?</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.1.C.b
<b>1</b> <b>C</b> <b>MLS</b> <b>b</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Revise/Edit</b> Reread, revise, and edit drafts with assistance from adults/peers to: edit for language conventions	
<b><u>Expectation Unwrapped</u></b> The student will strengthen writing as needed by editing for language conventions with assistance from adults/peers.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Editing: a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience; the writer edits for the conventions of spelling, grammar, punctuation, capitalization; the focus is on the final product</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>Conventions: e.g., spelling, grammar, punctuation, capitalization</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>The dog ran across the field to catch a ball. ____ caught the ball. Which pronoun completes the sentence? <ul style="list-style-type: none"> <li>○ It</li> <li>○ Them</li> <li>○ They</li> <li>○ You</li> </ul> </li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.A.a
<b>2</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that: introduce a topic or text being studied, using complete sentences</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use complete sentences to introduce an opinion related to a topic or text being studied.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Pat is writing an opinion paper about why every lunch should have ice cream. Choose the complete sentence for Pat’s topic. <ul style="list-style-type: none"> <li>Every lunch should have ice cream for dessert.</li> <li>We should ice cream with lunch every day.</li> <li>Ice cream should go with lunch because.</li> <li>Ice cream for lunch.</li> </ul> </li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.A.b
<b>2</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>state an opinion about the topic or text and provide reasons for the opinion</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will state an opinion about a topic or text in an opinion text appropriate for audience and purpose.</li> <li>The student will write an opinion text providing reasons for the opinion.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>A student group has decided we need longer school days and has written a letter to the school board. Choose the best reason to support the opinion of the group.</li> </ul>



Grade 2 English Language Arts: Priority Standard		2.W.2.A.c
<b>2</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>use specific words that are related to the topic and audience</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write opinion texts using specific words that are related to the topic and audience.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>The student council wants to encourage students to start recycling paper to help save the planet. Which slogan would be the best for its poster? <ul style="list-style-type: none"> <li>Be kind and don't litter.</li> <li>One dollar off paper plates.</li> <li>Save the day and reuse your paper.</li> <li>Breathe deep and treasure clean air.</li> </ul> </li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.A.d
<b>2</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>use linking/transition words and phrases to signal event order</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write opinion texts using linking/transition words and phrases to signal event order.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>Words/phrases to signal event order: e.g., <i>because, also, finally</i></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Choose the best word to complete the sentence.</li> <li>Grandma started to sew a quilt. ____ she gathered the fabric. (First, After, Next week, Every day)</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.A.e
<b>2</b> <b>A</b> <b>MLS</b> <b>e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that: provide evidence of a beginning, middle, and concluding statement or section</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write opinion texts for audience and purpose that provide evidence of a beginning, middle, and concluding statement or section.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the passage. Choose one sentence that supports the concluding paragraph.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.B.a
<b>2</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: introduce a topic or text being studied, using complete sentences</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write informative, explanatory texts for audience and purpose, introducing a topic or text being studied and using complete sentences.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>• Informative writing: writing that conveys factual information</li> <li>• Explanatory writing: writing using procedures and processes to convey information</li> <li>• Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• A student is writing about fossils. Read the paragraph. [PARAGRAPH] Choose the best topic sentence to introduce the text.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.B.b
<b>2</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: use facts and definitions to develop points in generating paragraphs</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write informative/explanatory texts for audience and purpose using facts and definitions to develop points in order to generate paragraphs.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• See note on 2.W.B.a</li> <li>• Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>• Informative writing: writing that conveys factual information</li> <li>• Explanatory writing: writing using procedures and processes to convey information</li> <li>• Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Write two or three facts to develop an understanding of ____ to create a paragraph about the topic.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.B.c
<b>2</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: use specific words that are related to the topic and audience</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write informative/explanatory text using specific words that are related to the topic and audience.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• See note on 2.W.B.a</li> <li>• Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>• Informative writing: writing that conveys factual information</li> <li>• Explanatory writing: writing using procedures and processes to convey information</li> <li>• Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Makahi is writing an explanatory text about deep-sea fishing. Read the paragraph. [PARAGRAPH]. Choose the sentence that uses specific words about the topic.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.B.d
<b>2</b> <b>B</b> <b>MLS</b> <b>d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: use linking words and phrases to signal event order</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write informative/explanatory texts for audience and purpose using linking words and phrases to signal event order.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• See note on 2.W.B.a</li> <li>• Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>• Informative writing: writing that conveys factual information</li> <li>• Explanatory writing: writing using procedures and processes to convey information</li> <li>• Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Choose the best word to complete the sentence.</li> <li>• Aunt Jane started to bake chocolate chip cookies. ____, she gathered the ingredients. <ul style="list-style-type: none"> <li>○ First</li> <li>○ After</li> <li>○ Next week</li> <li>○ Every day</li> </ul> </li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.B.e
<b>2</b> <b>B</b> <b>MLS</b> <b>e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: create a concluding statement or paragraph</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write informative/explanatory texts for audience and purpose creating a concluding statement or paragraph.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• See note on 2.W.B.a</li> <li>• Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>• Informative writing: writing that conveys factual information</li> <li>• Explanatory writing: writing using procedures and processes to convey information</li> <li>• Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Read the passage about zoo animals. Choose the best statement to conclude the passage.</li> </ul>



Grade 2 English Language Arts: Priority Standard		2.W.2.C.a
<b>2</b> <b>C</b> <b>MLS</b> <b>a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: establish a situation/topic based on the student's experience or imagination</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will write fiction or nonfiction narratives for audience and purpose, establishing a situation/topic based on the student's experience or imagination.</li> <li>The student will write poems establishing a situation/topic based on the student's experience or imagination.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Narrative: conveys experience, either real or imaginary, and uses time as its deep structure; relates a story or a personal essay; can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Imagine being a teacher for a day. Write a story about your day as a teacher.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.C.b
<b>2</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: introduce a main character and setting</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will write fiction or nonfiction narratives for audience and purpose, introducing a main character and setting.</li> <li>The student will write fiction or nonfiction poems for audience and purpose, introducing a main character and setting.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>See note on 2.W.2.C.a</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Priority Standard		2.W.2.C.c
2 C MLS c	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: develop sensory details</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will write fiction or nonfiction narratives for audience and purpose, developing sensory details.</li> <li>The student will write fiction or nonfiction poems for audience and purpose, developing sensory details.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>See note on 2.W.2.C.a</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>Sensory details: language that appeals to the five senses</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the poem. Highlight the sensory details.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.C.d
2 C MLS d	Compose well-developed writing texts for audience and purpose.	
	Narrative/Literary	
	Write fiction or non-fiction narratives and poems that:	
	follow a logical sequence of events using complete sentences to create a beginning/middle/end	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"><li>• The student will write fiction or nonfiction narratives for audience and purpose, following a logical sequence of events using complete sentences to create a beginning/middle/end.</li><li>• The student will write fiction or nonfiction poems for audience and purpose, following a logical sequence of events using complete sentences to create a beginning/middle/end.</li></ul>		<u>DOK Ceiling</u> – 3
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"><li>• See note on 2.W.2.C.a</li><li>• Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li></ul>		<u>Sample Stems</u>

Grade 2 English Language Arts: Priority Standard		2.W.2.C.e
<b>2</b> <b>C</b> <b>MLS</b> <b>e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: use linking/transition words to signal event order</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will write fiction or nonfiction narratives for audience and purpose using linking/transition words to signal event order.</li> <li>The student will write fiction or nonfiction poems for audience and purpose using linking/transition words to signal event order.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>See note on 2.W.2.C.a</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>Linking/transition words: e.g., then, after, next</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Imagine that you have been chosen to travel to space with NASA astronauts. Write about your trip. (Assess using local or state writing rubric. Rubric should include scoring for transition words.)</li> <li>Highlight the two transition words in the paragraph.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.2.C.f
<b>2</b> <b>C</b> <b>MLS</b> <b>f</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: use specific words that are related to the topic and audience</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will write fiction or nonfiction narratives for audience and purpose, using specific words that are related to the topic and audience.</li> <li>The student will write fiction or nonfiction poems for audience and purpose, using specific words that are related to the topic and audience.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>See note on 2.W.2.C.a</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Priority Standard		2.W.3.A.d
<b>3</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Gather, analyze, evaluate and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>Apply research process to: gather evidence from available sources, literary and informational</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will apply the research process by gathering evidence from a variety of available sources, literary and informational.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>Gathering evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims that can be evaluated by others</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the chart. Which two facts are taken from the chart?</li> <li>A student is looking for facts about ____.</li> <li>Read the passage. Highlight two facts about the topic.</li> <li>Direct students to a website. Have them create a list of facts about the topic.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.W.3.A.e
3 A MLS e	Gather, analyze, evaluate and use information from a variety of sources.	
	Research Process	
	Apply research process to:	
	record basic information from literary and informational texts in simple visual format	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
<ul style="list-style-type: none"><li>The student will apply the research process by recording basic information from a variety of literary and informational texts in simple visual format.</li></ul>		<u>Item Format</u>
		Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"><li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Visual format: e.g., notes, charts, picture graphs, diagrams</li></ul>		<ul style="list-style-type: none"><li>Read the paragraph about baseball. Record notes in the chart below.</li></ul>
		<ul style="list-style-type: none"><li>Give students a graphic organizer with categories listed at the top (e.g., adaptations, environment, and diet). Have them record the information gathered from their research.</li></ul>



# Language

Grade 2 English Language Arts: Priority Standard		2.L.1.A.h
<b>1</b> <b>A</b> <b>MLS</b> <b>h</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Grammar</b></p> <p>In speech and written form, apply standard English grammar to: produce simple declarative, imperative, exclamatory, and interrogative sentences</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will apply standard English grammar in speech and written form by producing simple declarative sentences (statements).</li> <li>The student will apply standard English grammar in speech and written form by producing simple imperative sentences (commands).</li> <li>The student will apply standard English grammar in speech and written form by producing simple exclamatory sentences (exclamations).</li> <li>The student will apply standard English grammar in speech and written form by producing simple interrogative sentences (questions).</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Students are not required to use the academic terms declarative, imperative, exclamatory, and interrogative. The focus is on writing rather than identifying sentence types.</li> <li>Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Write a sentence that gives a command.</li> <li>Write a sentence that gives an exclamation.</li> <li>Which sentence gives a statement?</li> <li>Change the following sentence to make it a question.</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.L.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use apostrophes correctly for contractions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use apostrophes correctly for contractions in written text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• This includes regular (e.g., isn't, it's) and irregular (e.g., won't) contractions.</li> <li>• Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Make a contraction using these two words.</li> <li>• Where does the apostrophe go in this contraction?</li> <li>• Using these two words, what contraction can you make?</li> </ul>

Grade 2 English Language Arts: Priority Standard		2.L.1.B.d	
1 B MLS d	Communicate using conventions of English language.		
	Punctuation, Capitalization, Spelling		
	In written text:		
	capitalize weeks, days, months, holidays		
<div><u>Expectation Unwrapped</u></div> <div>The student will capitalize weeks, days, months, and holidays in written text.</div>		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<div><u>Content Limits/Assessment Boundaries</u></div> <div><ul style="list-style-type: none"><li>Language items are best assessed embedded into context.</li></ul></div>		<div><u>Sample Stems</u></div> <div><ul style="list-style-type: none"><li>Choose the two sentences that are written correctly.<ul style="list-style-type: none"><li>My birthday is in August.</li><li>The cat ran away on tuesday.</li><li>We went shopping Wednesday.</li><li>The month of January begins on a thursday.</li><li>Miss Smith’s birthday is the same day as mine, February 18.</li></ul></li><li>Highlight the words that should begin with a capital letter.</li></ul></div>	

## Speaking/Listening

Grade 2 English Language Arts: Priority Standard		2.SL.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Speak effectively in collaborative discussions.</b> <b>Collaborative Discussions</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will speak clearly and to the point in collaborative discussions, using conventions of language when presenting individually or with a group by confirming comprehension of read-alouds and independent reading by retelling.</li> <li>The student will speak clearly and to the point in collaborative discussions, using conventions of language when presenting individually or with a group by confirming comprehension of read-alouds and independent reading by asking appropriate questions.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Other opportunities for assessment: observation checklists</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Have students give an oral retelling of the story.</li> <li>Have students create questions to ask about the story.</li> <li>Summarize two points/ideas learned from group share.</li> </ul>

# Grade 2 English Language Arts Content Standards

## Reading

Grade 2 English Language Arts: Content Standard		2.R.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Develop and apply skills to the reading process.</b> <b>Comprehension</b> Develop and demonstrate reading skills in response to text by: using text features to make and confirm predictions, explain why not confirmed	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will develop and demonstrate reading skills by making predictions using text features throughout reading the text</li> <li>The student will develop and demonstrate reading skills by confirming predictions with evidence from the text.</li> <li>The student will develop and demonstrate reading skills by explaining why predictions were not confirmed with evidence from the text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Text features: e.g., table of contents, electronic menu, index, glossary, captions, hyperlinks, subheadings, keywords, sidebars, bold print</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Under which heading would a reader find information about ____?               <ul style="list-style-type: none"> <li>Part A — After reading the table of contents, what can a reader predict the passage will be about?</li> <li>Part B — Which detail from the passage supports your answer?</li> </ul> </li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.1.A.b
<b>1 A MLS b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by: asking and responding to relevant questions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will develop and demonstrate reading skills by asking relevant (text-dependent) questions about a text before, during, and after reading.</li> <li>The student will develop and demonstrate reading skills by responding to text-dependent questions about a text before, during, and after reading.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Questions should be text-dependent.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Look at the questions below. Choose a question that does not ask about a key detail from the passage.</li> <li>Which detail from the passage shows why _____ said, “_____”?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.1.A.e
<b>1 A MLS e</b>	<b>Develop and apply skills to the reading process.</b> <b>Comprehension</b> Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will develop and demonstrate reading skills by monitoring comprehension while reading text.</li> <li>The student will develop and demonstrate reading skills by making corrections and adjustments when understanding breaks down while reading a text.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Classroom assessments: guided reading, teacher observation, questioning for understanding, running records for documentation (evidence of self-correction and use of reading strategies)</li> <li>Have the students use post-it notes to identify areas that need more discussion.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Have students develop a question about the text they are reading.</li> <li>Give students comprehension questions about the story.</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.1.B.b
<b>1 B MLS b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using knowledge of the meaning of individual words to determine the meaning of compound words</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop an understanding of vocabulary by determining the meaning of compound words using knowledge of the meaning of individual words (e.g., lunchtime, doghouse, fishbowl) in context.</p>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Best assessed in context</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the sentence below. Choose the compound word to complete the sentence. (Example: The class will all eat at _____. Then everyone will go out to play. A. lunchtime B. playtime C. afternoon D. evening)</li> </ul>



Grade 2 English Language Arts: Content Standard		2.R.1.B.d
<b>1 B MLS d</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: using antonyms and synonyms	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will develop an understanding of vocabulary by using antonyms (e.g., up/down, hot/cold) in context.</li> <li>The student will develop an understanding of vocabulary by using synonyms (e.g., look, glance, peek) in context.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>May use a Frayer Model to deepen understanding when determining examples (synonyms) and non-examples (antonyms) of new vocabulary</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Look at the sentence below. Choose a similar/opposite word to complete the sentence. (Example: Sam wanted to look at the presents before the party started.)</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.1.B.e
<b>1 B MLS e</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will locate words in a dictionary or glossary.</li> <li>The student will develop an understanding of vocabulary by locating words in a dictionary or glossary to determine the meaning of words or phrases in context.</li> <li>The student will develop an understanding of vocabulary by locating words in a dictionary or glossary to clarify the meaning of words or phrases in context.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>May use a children’s or beginner’s dictionary as needed</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>[Insert a dictionary clip of the word plane.] Choose the correct dictionary meaning that goes along with the sentence below. (Example: My family and I flew in a plane when we went to my grandma’s house.)</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.1.B.f
<b>1 B MLS f</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: distinguishing meaning among closely related verbs and adjectives</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will develop an understanding of vocabulary by distinguishing meaning among closely related verbs (e.g., run, jog, sprint) in context.</li> <li>The student will develop an understanding of vocabulary by distinguishing meaning among closely related adjectives (e.g., mad, angry, furious) in context.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Look at the sentence below. Choose a stronger verb/noun to complete the sentence. (Example: Sam wanted to look at the presents before the party started.)</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.1.B.g
<b>1 B MLS g</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: recognizing that some words have literal and non-literal meanings</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop an understanding of vocabulary by recognizing that some words have literal and nonliteral meanings (e.g., idioms—take steps, drop of a hat, raining cats and dogs) through context.</p>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Which nonliteral meaning completes the sentence below? (Example: Mary looked outside and saw how hard it was raining. She said it was _____. (A. raining cats and dogs B. raining hard C. sprinkling rain. D. saving for a rainy day)</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.1.C.a
<b>1 C MLS a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Making Connections</b></p> <p>Determine the relevant connections between: text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will make relevant connections between ideas among texts.</li> <li>The student will make connections by determining the similarities regarding information among texts.</li> <li>The student will make connections by determining the similarities regarding relationships among texts.</li> <li>The student will make connections by determining the differences regarding information among texts.</li> <li>The student will make connections by determining the differences regarding relationships among texts.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Related texts may include books by the same author, nonfiction and fiction with a similar topic, same story from different cultural perspectives, different genres, and poetry to a narrative text or informational text. Examples: comparing and contrasting character traits, setting, author’s purpose, etc. from more than one text</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>How are passages ____ and ____ the same/different?</li> <li>In the passages ____ and ____, what is the main difference between [TWO CHARACTERS/TOPICS/IDEAS]?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.1.C.b
<b>1 C MLS b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Making Connections</b></p> <p>Determine the relevant connections between: text to world (text ideas regarding experiences in the world)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will determine relevant connections between text ideas and experiences in the world.</p>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Lends itself well to inquiry-based learning or project-based learning within the classroom Example: relating a story about a president with a current election</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading the passage, what is one connection a reader can make between ____ and ____?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.2.A.c
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>c</b>	compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<ul style="list-style-type: none"> <li>The student will read, infer, analyze, and/or draw conclusions to compare the characters of different versions of the same story.</li> <li>The student will read, infer, analyze, and/or draw conclusions to contrast the characters of different versions of the same story.</li> <li>The student will read, infer, analyze, and/or draw conclusions to compare the settings of different versions of the same story.</li> <li>The student will read, infer, analyze, and/or draw conclusions to contrast the settings of different versions of the same story.</li> <li>The student will read, infer, analyze, and/or draw conclusions to compare the sequence of events of different versions of the same story.</li> <li>The student will read, infer, analyze, and/or draw conclusions to contrast the sequence of events of different versions of the same story.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"> <li>Examples: Fairy-tale unit with Cinderella from different cultures; different versions of Aesop's fables; fractured fairy-tales; <i>The Three Little Pigs</i> and <i>The True Story of the Three Little Pigs</i>; <i>The Fox and the Tiger</i></li> </ul>		<ul style="list-style-type: none"> <li>Compare passages/stories ____ and _____. What are two differences in the passages/stories?</li> <li>Compare [CHARACTER]'s thoughts and [CHARACTER]'s thoughts in passages/stories ____ and _____. What are two similarities/differences?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.2.A.e
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b> <b>Fiction</b> Read, infer, analyze, and draw conclusions to: explain how the story changes based on who is telling the story	
<b>A</b>		
<b>MLS</b>		
<b>e</b>		
<u><b>Expectation Unwrapped</b></u> The student will read, infer, analyze, and/or draw conclusions to explain how the story changes based on who is telling the story in text.		<u><b>DOK Ceiling – 3</b></u>
		<u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
		<u><b>Text Types</b></u> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u><b>Content Limits/Assessment Boundaries</b></u> <ul style="list-style-type: none"> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>How would the story change if _____ were telling the story?</li> </ul>



Grade 2 English Language Arts: Content Standard		2.R.2.B.a
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>B</b>	<b>Poetry</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>a</b>	describe how rhythm, rhyme, and repetition create imagery in poetry	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<ul style="list-style-type: none"> <li>The student will read, infer, analyze, and/or draw conclusions to describe how rhythm creates imagery in poetry.</li> <li>The student will read, infer, analyze, and/or draw conclusions to describe how rhyme creates imagery in poetry.</li> <li>The student will read, infer, analyze, and/or draw conclusions to describe how repetition creates imagery in poetry.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> poetry
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"> <li>Academic vocabulary to include rhythm, rhyme, repetition, and imagery.</li> <li>Imagery: language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of either literal or figurative language</li> <li>Rhythm: the beat of sounds within the pattern</li> <li>Rhyme: pattern of repetition in two or more words that make similar sounds</li> </ul>		<ul style="list-style-type: none"> <li>How does the author use rhythm in the poem to create imagery?</li> <li>The rhythm makes a pattern of beats to help the readers form a picture in their mind when reading.</li> <li>The rhythm makes a pattern of similar sounds to help the reader ____.</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.2.B.b
<b>2</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Poetry</b></p> <p>Read, infer, and draw conclusions to: use onomatopoeia</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and draw conclusions to understand poetry with onomatopoeia.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> poetry</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Onomatopoeia: e.g., whoosh, splish-splash, click-clack</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the poem. [POEM WITH BLANK] Which use of onomatopoeia best completes the poem?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.2.C.a
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>C</b>	<b>Drama</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>a</b>	identify characters, setting, acts, and scenes in plays	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 2</u></b>
<ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to identify characters in plays.</li> <li>The student will read, infer, and/or draw conclusions to identify setting in plays.</li> <li>The student will read, infer, and/or draw conclusions to identify acts in plays.</li> <li>The student will read, infer, and/or draw conclusions to identify scenes in plays.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>Item Format</u></b>
		Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b>Literary:</b> drama
<ul style="list-style-type: none"> <li>In classroom implementation, reader's theater could be used as a resource.</li> </ul>		<b><u>Sample Stems</u></b>
		<ul style="list-style-type: none"> <li>Who are the main characters in the play?</li> <li>What/Where is the setting of the play?</li> <li>How many scenes are in the play?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.2.C.b
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>C</b>	<b>Drama</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>b</b>	identify the elements of dialogue and use them in informal plays	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 2</u></b>
<ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to identify the elements of dialogue in informal plays.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> drama
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"> <li><b>Dialogue:</b> e.g., lines spoken by the actors; identification of character who is speaking</li> </ul>		<ul style="list-style-type: none"> <li>In the play, which character says, “_____”?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to: demonstrate understanding by locating facts to answer and/or ask questions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions by using text features to locate facts to answer text- dependent questions.</li> <li>The student will read, infer, and/or draw conclusions by using text features to locate facts and ask text- dependent questions.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li><b>Text features:</b> e.g., table of contents, electronic menu, index, glossary, captions, hyperlinks, subheadings, keywords, sidebars, bold print</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Write a question about the passage that a reader could answer from the details in the passage.</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.A.c
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>  <b>Text Features</b> Read, infer, and draw conclusions to: use text features to locate specific information	
<b>A</b>		
<b>MLS</b>		
<b>c</b>		
<u><b>Expectation Unwrapped</b></u> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions using text features to locate specific information.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<u><b>DOK Ceiling – 3</b></u>
		<u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
		<u><b>Text Types</b></u> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u> <ul style="list-style-type: none"> <li><b>Text features:</b> e.g., table of contents, electronic menu, index, glossary, captions, hyperlinks, subheadings, keywords, sidebars, bold print</li> </ul>		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Under which heading would a reader find more information about ____?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.A.d
<b>3</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to: explain common graphic features to assist in the interpretation of text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to explain common graphic features to assist in the interpretation of text.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li><b>Graphic features:</b> e.g., photographs, drawings, maps, charts, diagrams, color, shading</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read paragraph from the passage. How does the diagram help the reader better understand the paragraph?</li> <li>Look at the illustration from the text. What fact does the illustration add to the text?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.A.e
<b>3</b> <b>A</b> <b>MLS</b> <b>e</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to: follow written multi-step directions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions, using text features, to follow written multi-step directions.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li><b>Text features:</b> e.g., bulleted lists, electronic menus, keywords, sidebars</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the directions. What is the last thing you need to do in Step 1?</li> </ul>



Grade 2 English Language Arts: Content Standard		2.R.3.A.f
<b>3</b> <b>A</b> <b>MLS</b> <b>f</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to: describe connections between and state the order of the events or ideas</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>• The student will read, infer, and/or draw conclusions to describe connections between events or ideas.</li> <li>• The student will read, infer, and/or draw conclusions to state the order of the events or ideas.</li> <li>• The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Below are the events of the passage. Place the events in order.</li> <li>• In the passage, [CHARACTER] _____. What event/idea did [CHARACTER] do next?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.B.a
<b>3</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: explain why a text is fiction or nonfiction</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to explain why a text is fiction or nonfiction.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>To assess this standard, it will be necessary to use both fiction and nonfiction texts.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>The book [TITLE] is fiction/nonfiction. What makes the book fiction/nonfiction?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.B.b
<b>3</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: ask and answer questions to clarify meaning</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>• The student will read, infer, and/or draw conclusions to ask text-dependent questions to clarify meaning.</li> <li>• The student will read, infer, and/or draw conclusions to answer text-dependent questions to clarify meaning.</li> <li>• The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• The author uses the word ____ in the passage. Which detail/evidence from the passage helps the reader understand the word?</li> <li>• What would be a good question to ask about the passage?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.B.c
<b>3</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: explain examples of sensory details</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to explain examples of sensory details.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li><b>Sensory details:</b> language that appeals to the five senses</li> <li>Examples of sensory details in nonfiction texts: textures, temperatures, climates, terrain</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Which detail from the passage is about [SENSORY DETAIL]?</li> <li>Look on page _____. What is another example of a sensory detail?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.C.b
<b>3</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to: describe the connection between events and retell the sequence of events</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>• The student will read, infer, and/or draw conclusions to describe the connection between events.</li> <li>• The student will read, infer, and/or draw conclusions to retell the sequence of events.</li> <li>• The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Text frameworks may include compare/contrast, cause/effect, chronological, and problem/solution.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• After reading the passage, place the events in sequential order.</li> <li>• In the passage about Harriet Tubman, what led her to start the Underground Railroad?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.C.d
<b>3</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to: identify the author's purpose</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions to identify the author's purpose.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Focus should be given to how the student knows what the author's purpose is (see 1.R.3.C.d) author's purpose: what an author wishes to accomplish in communicating with the audience (e.g., entertain, inform, persuade)</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the passage. What is the author's purpose?</li> <li>What conclusions from the text are given to support the author's purpose?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.3.C.e
<b>3</b> <b>C</b> <b>MLS</b> <b>e</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to: compare and contrast the most important points presented by text on the same topic</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read, infer, and/or draw conclusions in text to compare and contrast the most important points presented by more than one text on the same topic.</li> <li>The student will apply strategies in text from different cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the passages ____ and ____. Compare and contrast their similarities/differences.</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.4.A.a
<b>4 A MLS a</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b> <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: explaining purposes of media	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will read to develop an understanding of media and its components by explaining the purposes of media.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<p style="text-align: center;"><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>To build upon the grade 1 standard, students should be able to explain the difference between media for informational and entertainment purposes (see 1.R.4.A.a).</li> <li>Media literacy: the ability to understand, analyze, and evaluate media</li> <li>Media: the means (e.g., print, broadcast, digital) through which a message is conveyed (e.g., advertisements, newspapers, radio programs)</li> </ul>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>What is the purpose of the advertisement?</li> </ul>



Grade 2 English Language Arts: Content Standard		2.R.4.A.b
<b>4</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b></p> <p><b>Digital and Media Literacy</b></p> <p>Read to develop an understanding of media and its components by: describing techniques used to create media messages</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will read to develop an understanding of media and its components by describing techniques used to create media messages.</p>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Example: Students are reading a digital text about whales. There is an audio clip that allows students to hear the sound of the whale. Students explain how the audio clip adds to their understanding of whales.</li> <li>• Media messages: e.g., sounds, graphics</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• In the passage (digital text), the author uses a sound clip. How does the media/sound clip add meaning to the text?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.R.4.A.c
<b>4 A MLS c</b>	<p><b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b></p> <p><b>Digital and Media Literacy</b></p> <p>Read to develop an understanding of media and its components by: identifying various written conventions for using digital media</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will read to develop an understanding of media and its components by identifying various written conventions for using digital media.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Leading to 3.R.4.A.c, focus may be on formal versus informal conventions.</li> <li>Digital media: e.g., email, websites, video games, texts</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Sam wants to inform his friends about the upcoming party. Which is the best form of media for Sam to use?</li> </ul>

# Reading Foundations

Grade 2 English Language Arts: Content Standard		2.RF.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Understand how English is written and read (Start of Reading Foundations).</b> <b>Print Awareness</b> Develop print awareness in the reading process by: understanding that sentences are organized into paragraphs to convey meaning	
<b><u>Expectation Unwrapped</u></b> The student will develop print awareness in the reading process by understanding that sentences are organized into paragraphs to convey meaning.		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Read the sentences below. Which sentences would be included in a paragraph about a tiger’s habitat?</li> </ul>

Grade 2 English Language Arts: Content Standard		2.RF.3.A.b
<b>3 A MLS b</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: distinguishing long and short vowels when reading regularly spelled one-syllable words</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop phonics in the reading process by distinguishing long and short vowels when reading regularly spelled one-syllable words in text.</p>		<p><b><u>DOK Ceiling – 1</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Highlight/circle all the long/short vowel sounds in the passage.</li> </ul>

Grade 2 English Language Arts: Content Standard		2.RF.3.A.d	
3 A MLS d	Understand how English is written and read.		
	Phonics		
	Develop phonics in the reading process by:		
	decoding words with vowel diphthongs		
<div><u>Expectation Unwrapped</u></div> <div>The student will develop phonics in the reading process by decoding words with vowel diphthongs in text.</div>		<div><u>DOK Ceiling – 1</u></div>	
		<div><u>Item Format</u></div> <div>Selected Response, Constructed Response, Technology Enhanced</div>	
		<div><u>Text Types</u></div> <div><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</div> <div><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</div>	
<div><u>Content Limits/Assessment Boundaries</u></div> <div><ul style="list-style-type: none"><li>Vowel diphthongs: e.g., oi, oy</li></ul></div>		<div><u>Sample Stems</u></div>	

Grade 2 English Language Arts: Content Standard		2.RF.3.A.e
<b>3 A MLS e</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: decoding words with vowel digraphs</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop phonics in the reading process by decoding words with vowel digraphs in text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Vowel digraphs: e.g., ee, oo, ea, ou, ow, ie</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.RF.3.A.f
<b>3 A MLS f</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: reading words with common prefixes and suffixes</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop phonics in the reading process by reading words with common prefixes and suffixes in text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Common prefixes and suffixes: e.g., un-, dis-, -ly, -less</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.RF.3.A.g	
3 A MLS g	Understand how English is written and read.		
	Phonics		
	Develop phonics in the reading process by:		
	using contractions		
<u>Expectation Unwrapped</u>  The student will develop phonics in the reading process by using contractions in text.		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u>  Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>  <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	



Grade 2 English Language Arts: Content Standard		2.RF.3.A.j
<b>3 A MLS j</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop phonics in the reading process by demonstrating decoding skills when reading new words in a text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Classroom assessment may include running records, observation checklists, and oral reading assessments.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.RF.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Understand how English is written and read.</b> <b>Fluency</b> Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>• The student will read appropriate texts with fluency with a purpose in mind.</li> <li>• The student will read appropriate texts with fluency with comprehension in mind.</li> <li>• The student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>• Locally assessed</li> <li>• Proficiency based on district benchmarks</li> <li>• Fluency includes rate, accuracy, expression, and appropriate phrasing.</li> </ul>		<b><u>Sample Stems</u></b>

# Writing

Grade 2 English Language Arts: Content Standard		2.W.1.A.a
<b>1 A MLS a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Prewriting</b></p> <p>Follow a writing process to plan a first draft by: brainstorming and recording key ideas using a graphic organizer</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will follow a writing process by brainstorming ideas for writing.</li> <li>The student will follow a writing process by recording key ideas using a graphic organizer to plan a first draft.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Use a variety of graphic organizers based on genre of writing (e.g., Venn diagram, T-chart, fishbone).</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Brainstorming: e.g., drawing, listing</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.W.1.D.a
<b>1 D MLS a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Produce/Publish and Share Writing</b></p> <p>With assistance from adults/peers: use a variety of conventional/digital tools to produce and publish writing</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use a variety of conventional/digital tools to produce and publish writing with assistance from adults/peers.</p>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> <li>Conventional/digital tools: e.g., paper/pencil, computer</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.W.1.D.b
<b>1 D MLS b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Produce/Publish and Share Writing</b></p> <p>With assistance from adults/peers:</p> <p>Introduce keyboarding skills</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will be introduced to keyboarding skills to produce/publish and share writing with assistance from adults/peers.</p>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>This is an introductory-level skill.</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.W.3.A.a
3 A MLS a	Gather, analyze, evaluate and use information from a variety of sources.	
	Research Process	
	Apply research process to:	
	generate a list of open-ended questions about topics of interest	
The student will apply the research process by generating a list of open-ended questions about topics of interest.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"><li>Locally assessed</li><li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li></ul>		<u>Sample Stems</u>

Grade 2 English Language Arts: Content Standard		2.W.3.A.b
<b>3 A MLS b</b>	<b>Gather, analyze, evaluate and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: create an individual question about a topic	
<b><u>Expectation Unwrapped</u></b> The student will apply the research process by creating an individual question about a topic.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.W.3.A.c
<b>3 A MLS c</b>	<p>Gather, analyze, evaluate and use information from a variety of sources.</p> <p><b>Research Process</b></p> <p>Apply research process to:</p> <p>use own question to find information on a topic</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will apply the research process using his/her own questions to find information on a topic from a variety of sources.</p>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li> </ul>		<b><u>Sample Stems</u></b>



Grade 2 English Language Arts: Content Standard		2.W.3.A.f
3 A MLS f	Gather, analyze, evaluate and use information from a variety of sources.	
	Research Process	
	Apply research process to:	
	present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"><li>• The student will apply the research process by presenting information in written and oral reports or displays, using previously established teacher/student criteria.</li><li>• The student will apply the research process by evaluating information in written and oral reports or displays, using previously established teacher/student criteria.</li></ul>		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"><li>• Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</li></ul>		<u>Sample Stems</u>

# Language

Grade 2 English Language Arts: Content Standard		2.L.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use nouns and pronouns in writing	
<b><u>Expectation Unwrapped</u></b> The student will apply standard English grammar in speech and written form by using nouns and pronouns.		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Students do not need to label words as nouns and pronouns. Focus is on using appropriate pronoun in place of a stated noun.</li> <li>Noun/pronoun example: <i>The dog ran. It ran fast.</i></li> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Choose the pronoun that best completes the sentence.</li> <li>The dog ran across the field. ____ was chasing a cat.               <ul style="list-style-type: none"> <li>○ It</li> <li>○ They</li> <li>○ Him</li> <li>○ You</li> </ul> </li> </ul>

Grade 2 English Language Arts: Content Standard		2.L.1.A.b
1 A MLS b	Communicate using conventions of English language.	
	Grammar	
	In speech and written form, apply standard English grammar to:	
	use collective nouns	
<u>Expectation Unwrapped</u>  The student will apply standard English grammar in speech and written form by using collective nouns.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>  <ul style="list-style-type: none"><li>• Collective noun: a noun that in the singular denotes a number of separate persons or things; a name that in the singular denotes a collection (e.g., flock, herd, class)</li><li>• Language items are best assessed embedded into context.</li></ul>		<u>Sample Stems</u>

Grade 2 English Language Arts: Content Standard		2.L.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>c</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use common irregular nouns	
<b><u>Expectation Unwrapped</u></b> The student will apply standard English grammar in speech and written form by using common irregular nouns.		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Common irregular noun: noun that becomes plural with spelling changes other than adding “s” or “es” to the end of the word (e.g., children, geese, mice)</li> <li>See L.1.B.h</li> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Complete the sentence. There were three ____ playing at the park.</li> <li>Complete the sentence. My ____ hurt after my long walk.</li> </ul>

Grade 2 English Language Arts: Content Standard		2.L.1.A.d
1 A MLS d	Communicate using conventions of English language.	
	Grammar	
	In speech and written form, apply standard English grammar to:	
	use reflexive pronouns	
<u>Expectation Unwrapped</u>  The student will apply standard English grammar in speech and written form by using reflexive pronouns.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u>  Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>  <ul style="list-style-type: none"><li>Reflexive pronouns: myself, yourself, herself, himself, itself, ourselves, yourselves, and themselves</li><li>A reflexive pronoun is used when the same person or thing is both the subject and object of a sentence. Example: John pinched himself. (The reflexive pronoun himself tells us that John did something to John.)</li><li>Language items are best assessed embedded into context.</li></ul>		<u>Sample Stems</u>  <ul style="list-style-type: none"><li>Complete the sentence. Susan was not careful, and she cut ____ with a knife.</li><li>Complete the sentence. The repair shop was closed, so I fixed the truck ____.</li></ul>

Grade 2 English Language Arts: Content Standard		2.L.1.A.e
1 A MLS e	Communicate using conventions of English language.	
	Grammar	
	In speech and written form, apply standard English grammar to:	
	use regular verbs	
<u>Expectation Unwrapped</u>  The student will apply standard English grammar in speech and written form by using regular verbs.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>  • Language items are best assessed embedded into context.		<u>Sample Stems</u>

Grade 2 English Language Arts: Content Standard		2.L.1.A.f
<b>1 A MLS f</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Grammar</b></p> <p>In speech and written form, apply standard English grammar to: use helping verbs with regular verbs</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will apply standard English grammar in speech and written form by using helping verbs with regular verbs.</p>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Helping verbs with regular verbs: e.g., has jumped, can jump, will jump</li> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.L.1.A.g
1 A MLS g	Communicate using conventions of English language.	
	Grammar	
	In speech and written form, apply standard English grammar to: use adjectives and adverbs in sentences	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 1</u>
<ul style="list-style-type: none"> <li>The student will apply standard English grammar in speech and written form by using adjectives in sentences.</li> <li>The student will apply standard English grammar in speech and written form by using adverbs in sentences.</li> </ul>		<u>Item Format</u>
		Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"> <li>Adjective: words that describe nouns</li> <li>Adverbs: words that describe a verb (e.g., slowly in “slowly walked”)</li> <li>Language items are best assessed embedded into context.</li> </ul>		



Grade 2 English Language Arts: Content Standard		2.L.1.B.a
<b>1 B MLS a</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: write legibly (print, cursive)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will write text legibly in print.</li> <li>The student will write text legibly in cursive.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Cursive writing is introduced in grade 2.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.L.1.B.b
<b>1 B MLS b</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use dialogue that contains quotation marks</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use dialogue that contains quotation marks in written text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Correlates with 3.L.1.B.c (Grade 2 is introductory. Students are not required to use commas or other conventions associated with dialogue.)</li> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.L.1.B.e
<b>1 B MLS e</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: capitalize abbreviated titles of people</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will capitalize abbreviated titles of people in written text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Abbreviated titles of people: e.g., Mr., Ms., Mrs., Dr.</li> <li>Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Choose the sentence that is written correctly. <ul style="list-style-type: none"> <li>My parents visited Dr. Smith at his home.</li> <li>My third-grade teacher was ms. Lee.</li> <li>Mr. and mrs. Jones attended the ball game.</li> <li>The letter is addressed to miss parker.</li> </ul> </li> </ul>

Grade 2 English Language Arts: Content Standard		2.L.1.B.f
<b>1 B MLS f</b>	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text:</p> <p>spell words using irregular spelling patterns</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will spell words using irregular spelling patterns in written text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Irregular spelling patterns: e.g., said, does</li> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.L.1.B.g
<b>1 B MLS g</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x in written text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Write the plural of each noun. <ul style="list-style-type: none"> <li>beach ____</li> <li>wish ____</li> <li>bunch ____</li> <li>fox ____</li> </ul> </li> </ul>

Grade 2 English Language Arts: Content Standard		2.L.1.B.h
<b>1 B MLS h</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use nouns that change their spelling in plural form</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use nouns that change their spelling in plural form in written text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Plural form changes: e.g., man→men, child→children</li> <li>• See L.1.A.c</li> <li>• Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Complete the sentence with the correctly spelled plural noun.</li> <li>• A group of ____ ran to the water fountain.</li> </ul>

Grade 2 English Language Arts: Content Standard		2.L.1.B.i
<b>1 B MLS i</b>	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: arrange words in alphabetical order to the second letter</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will arrange words in alphabetical order to the second letter in written text.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Arrange the words in alphabetical order. party, pig, birthday, boy, cake</li> </ul>

## Speaking/Listening

Grade 2 English Language Arts: Content Standard		2.SL.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Listen for a purpose.</b> <b>Purpose</b> Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules	
<u><b>Expectation Unwrapped</b></u> The student will develop and apply effective listening skills and strategies by listening for a purpose in formal and informal settings by following classroom listening rules.		<u><b>DOK Ceiling – 1</b></u>
		<u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u> <ul style="list-style-type: none"> <li>Formal settings: e.g., presentations</li> <li>Informal settings: e.g., conversations</li> </ul>		<u><b>Sample Stems</b></u>



Grade 2 English Language Arts: Content Standard		2.SL.1.A.b
<b>1</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Listen for a purpose.</b>  <b>Purpose</b>  Develop and apply effective listening skills and strategies in formal and informal settings by:  following three-step instructions, according to classroom expectations	
<b><u>Expectation Unwrapped</u></b>  The student will develop and apply effective listening skills and strategies to listen for a purpose in formal and informal settings by following three-step instructions, according to classroom expectations.		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b>  Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.SL.2.A.a
<b>2</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Listen for entertainment.</b> <b>Collaborative Discussions</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by: taking turns in discussion with a shoulder partner, according to classroom expectations	
<b><u>Expectation Unwrapped</u></b> The student will speak clearly and to the point in collaborative discussions, using conventions of language when presenting individually or with a group by taking turns in discussion with a shoulder partner, according to classroom expectations.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>District-level student expectations for the classroom</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.SL.3.A.a	
<b>3</b>	<b>Speak effectively in collaborative discussions.</b>		
<b>A</b>	<b>Entertainment</b>		
<b>MLS</b>	Develop and apply effective listening skills and strategies in formal and informal settings by:		
<b>a</b>	demonstrating active listening, according to classroom expectations		
<b><u>Expectation Unwrapped</u></b> The student will develop and apply effective listening skills and strategies to listen for entertainment in formal and informal settings by demonstrating active listening according to classroom expectations.		<b><u>DOK Ceiling – 2</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
		<b><u>Text Types</u></b>	
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Active listening: e.g., demonstrating concern; paraphrasing to show understanding; nodding, eye contact; verbal affirmations such as “I see” or “Sure”</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Mike is listening to the guest speaker present information on how to be a good citizen. Choose the two ways Mike is demonstrating active listening.               <ul style="list-style-type: none"> <li>Tapping his pencil on the desk</li> <li>Nodding his head</li> <li>Sitting quietly</li> <li>Making eye contact with the speaker</li> <li>Rocking in his chair</li> </ul> </li> </ul>	

Grade 2 English Language Arts: Content Standard		2.SL.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Speak effectively when presenting.</b></p> <p><b>Presenting</b></p> <p>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience.</p>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.SL.4.A.b
<b>4</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: recalling and telling a story with details, including a beginning, middle, and end	
<b><u>Expectation Unwrapped</u></b> The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by recalling and telling a story with details, including a beginning, middle, and end.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

Grade 2 English Language Arts: Content Standard		2.SL.4.A.c
<b>4</b> <b>A</b> <b>MLS</b> <b>c</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using academic language and conventions	
<b><u>Expectation Unwrapped</u></b> The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using academic language and conventions.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>